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A 1966 SUMMER PROGRAM FOR CHILDREN WITH PHYSICAL, MULTIPLE AND MENTAL HANDICAPS, JUNE 22, 1966 - AUGUST 17, 1966. PROGRAM EVALUATION.

MILWAUKEE PUBLIC SCHOOLS, WIS.

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DESCRIPTORS- *MENTALLY HANDICAPPED, *PHYSICALLY HANDICAPPED, *MULTIPLY HANDICAPPED, *SUMMER PROGRAMS, CHILDREN, PROGRAM EVALUATION, DOMAN DELACATO PROFILE, HAYDEN PHYSICAL FITNESS TEST, MILWAUKEE

THIS SUMMER PROGRAM FOR HANDICAPPED CHILDREN WAS DESIGNED TO MEET THE SPECIAL NEEDS OF THESE CHILDREN FOR SOCIALIZATION AND BETTER USE OF LEISURE TIME AND TO PROVIDE DATA WHICH WOULD ENABLE THE DIVISION OF MUNICIPAL RECREATION AND ADULT EDUCATION OF THE MILWAUKEE PUBLIC SCHOOLS TO PLAN FUTURE PROGRAMS. BOTH THE MENTALLY HANDICAPPED CHILDREN'S PROGRAM (54 PARTICIPANTS) AND THE PROGRAM FOR PHYSICALLY OR MULTIPLY HANDICAPPED CHILDREN (51 PARTICIPANTS) CONSISTED OF GAMES, CRAFTS, MUSICAL ACTIVITIES, AND FIELD TRIPS. BASE-LINE DATA WERE OBTAINED FROM DESCRIPTIONS OF THE CHILDREN BY THE DIRECTOR, THE HAYDEN PHYSICAL FITNESS TEST, AND AN ADAPTATION OF THE DOMAN-DELACATO PROFILE. QUESTIONNAIRES FOR CHILDREN, STAFF, AND PARENTS WERE USED FOR PROGRAM EVALUATION. RESULTS SHOWED THE RANGE OF PHYSICAL FITNESS. THE FOUR CHILDREN TESTED WITH THE DOMAN-DELACATO PROFILE SCORED ON FOUR OF THE FIVE POSSIBLE SCORING LEVELS, EXCLUDING THE HIGHEST LEVEL. CHILDREN'S QUESTIONNAIRE RESULTS SHOWED A HIGHER PERCENTAGE OF HAPPY RESPONSES (THAN EITHER NEUTRAL OR SAD RESPONSES) TO QUESTIONS ABOUT THE PORGRAM. STAFF RATINGS OF THE PROGRAM RANGED FROM SATISFACTORY TO OUTSTANDING. PARENT RESPONSES ALSO INDICATED A HIGH DEGREE OF SATISFACTION. (JZ)

ED012521

EC 000 108

MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

A 1966 SUMMER PROGRAM FOR CHILDREN WITH PHYSICAL, MULTIPLE AND MENTAL HANDICAPS

JUNE 22, 1966 - AUGUST 17, 1966

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

in conjunction with

DIVISION OF MUNICIPAL RECREATION AND ADULT EDUCATION

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INTRODUCTION

This project was conducted by the Division of Municipal Recreation and Adult Education, Milwaukee Public Schools. The project provided a summer playground and special activity program for mentally, physically and multiply handicapped children. This kind of program is not now available in the Milwaukee area. This particular group of children needed an opportunity to socialize with other children with whom they could feel acceptance and to better use their leisure time during the summer months. In order to meet these needs, the project provided a summer playground and special activity program at two locations; one for the mentally retarded, the other for the multiply handicapped. The playground program consisted of games, crafts, musical activities, clubs, and field trips. The eight-week program began on June 22, 1966, and continued until August 17, 1966.

SPECIFIC OBJECTIVES

The project sought to meet the individual and group needs of handicapped children through:

Providing them with an opportunity to socialize with other children with whom they could feel acceptance.

Providing them an opportunity to better use their leisure time during the summer months.

Providing the Division of Municipal Recreation and Adult Education with base line data to aid them in planning programs for the future, which will improve their planning ability and so better meet the needs of the handicapped child.

POPULATION SERVED BY THE PROJECT

The program for the summer of 1966 provided activity at two locations. One was on the north side of Milwaukee at the Pleasant View School, where a summer school program for retarded children was operated only in the morning. The other location was on the south side of Milwaukee at the Manitoba School playground, where there is a regular all day summer playground. The program at the Pleasant View School was designed for educable and trainable retardates. Fifty-four children participated at this location. The program at the Manitoba School playground was planned for children with physical or multiple handicaps. Fifty-one children participated at this location. Both programs were available for children from 6 to 19 years of age.

At each location there was a directress and four leaders, who were graduate students in special education or qualified teachers of the mentally retarded and physically handicapped. In addition, Neighborhood Youth Corps recreation aides assisted in the program. There were seven aides at the Pleasant View School and five aides at the Manitoba School. For the total project there was one administrator and one part-time coordinator.

DESCRIPTION OF PROJECT ACTIVITIES

At both the Pleasant View School and the Manitoba School the playground areas and the building classrooms were used. Supplementary field trips were also part of the program. At both locations the program was conducted from Noon to 5 P.M. Monday thru Friday. Most of the children were transported to and from the playground by chartered buses. The children brought their lunches, and the program began at Noon with the children eating their lunches. On a typical day they would then spend an hour out on the playground with the girls having a hopscotch contest and the boys playing baseball, catch, or

low-organized games. Next there would be a period of indoor activities, such as music and arts and crafts, interchanging the separate groups of boys and girls for each activity. Movies and dancing for the older children and story time for the younger children might follow a refreshment period.

Mornings were devoted to staff meetings and preparation by the staff.

EVALUATION PROCEDURES

Data which were collected are described below.

Attendance

Attendance records were kept by the staff at each location. From these data the average percent of maximum possible daily attendance at each school was calculated.

Student Evaluation

A Student Evaluation questionnaire was developed by the research staff. The content for the items was determined by conferring with the project directors. There were eleven items in the questionnaire dealing with the activities of the playground program. Each item was followed by drawings of three faces: one with a sad expression, one neither sad nor happy, and one looking happy. The children were asked which of the faces might represent them when they thought of the particular item in the questionnaire.

At the Pleasant View School, the children were given this questionnaire individually. All but five of the children were able to respond to the questionnaire. At the Manitoba School the questionnaire was administered to the entire group at one time. The questions were read aloud, and the staff helped the children to record their answeres.

Each item for each child was scored as unhappy, neutral or happy. The percent of each of these responses at each location was calculated. A copy of the questionnaire is in the Appendix.

Staff Evaluation

The questionnaire for the Staff Evaluation was developed by the research staff. The content for the items was determined by conferring with the project directors. It was administered to the teaching staff at both locations during the last week of the program. The first four questions were answered using a five-point Likert-type scale. Questions five thru eight were open-ended response questions. Questions nine and ten were multiple choice type. Question 11, an open-ended question, asked the staff to make suggestions as to how the program might be improved. A list of suggestions was made from these answers. A copy of the questionnaire is in the Appendix.

Parent Evaluation

The Parent Evaluation questionnaire was developed by the research staff. The content for these items was determined by conferring with the project directors. The staff at each of the playgrounds gave these questionnaires either to the parents directly or to the bus drivers to give to the parents. Thirty-three percent of the questionnaires were returned. Four questions were asked using a five-point Likert Scale. Six questions were asked which had a "Yes" and "No" response. If the parent checked the "no" they were asked why they had done so. On these questions the percent of parents answering "yes" and the percent answering "no" was determined. In addition, a tabulation was made of the reasons for the "no" answers. There were two multiple choice questions. One was concerned with the length of the program; one asked what the most successful part of the program was; and one asked what the least successful part of the program was. A list was made of the answers for each of these questions. A copy of the questionnaire is in the Appendix.

Description of the Children

In order to establish base line data for this project, ten brief case studies were collected by the research staff. This provided a more specific description of the children being served in the project. On June 30, 1966, five children at each of the program locations were randomly selected, using a table of random numbers and the enrollment list. The directress at each of the locations was asked to briefly describe each child that had been selected. This information was collected with a tape recorder and later edited by the research staff.

The Hayden Physical Fitness Test

In order to establish base line data for this project, the Hayden Physical Fitness Test was administered to 12 boys and 15 girls at the Pleasant View playground. This test was especially designed for mental retardates by Frank Hayden, who is Consultant for Physical Education and Recreation for the Joseph P. Kennedy, Jr. Foundation. The test was adapted to the facilities, equipment and personnel available at the Pleasant View playground. It was administered by William Gould during the week of August 8, 1966. The results from the test were compared to national norms for this test. In this way the degree of physical fitness could be determined and taken into consideration in planning future programs for these children.

Adapted Doman-Delacato Profile

In order to establish base line data for this project, the Adapted Doman-Delacato Profile was administered to four randomly selected children at the Manitoba playground from a group of children with a diagnosis of some degree of brain injury resulting in symptoms known as cerebral palsy. The Doman-Delacato Profile was developed by Dr. Glenn Doman, Dr. Robert Doman, and Dr. Carl H. Delacato for the purpose of determining levels of neurological organization. The test is a diagnostic instrument. The test

is subjectively scored by a trained administrator in terms of the functional level of the subject as compared to published norms for an average normal child.

Only parts of the Doman-Delacato Profile were used for this administration because of insufficient time to administer the entire profile and because special equipment was unavailable. The administrator attempted to determine whether or not it was possible and feasible to use the Doman-Delacato Profile in this adapted form to establish the necessary base line data. The administrator concluded that this adapted form was acceptable for this purpose.

The test was administered by George Wilson, Assistant Director of the Division of Municipal Recreation and Adult Education, who is qualified to give this profile. The standard Doman-Delacato procedures were used and involved one or more tests relating to mobility, language, and manual, visual, auditory, and tactile competence. The test results were used to help determine potential levels of the individuals and present neurological levels of development. They were used to point out to the staff how such tests can be used in determining future directions of recreation programs. In addition, the results will be used in a follow-up study to determine the improvement of the children in the sample.

RESULTS

Attendance

The average attendance at the Pleasant View School was 63 percent. The average attendance at Manitoba School was 56 percent. In considering these figures it should be remembered that many of the children took time out to attend a regularly scheduled day camp for handicapped children, to attend the established camp for handicapped children, and to go on family vacations.

Student Evaluation

The results of the Student Evaluations are presented in Tables 1 and 2. There are some differences between the two groups. Since the instrument was administered individually at the Pleasant View playground, it is logical to expect more valid results in this situation. Program differences at the two locations may explain inter-item differences in the results.

The children at the Pleasant View playground responded with the highest percent of "happy" responses to the items concerning crafts and indoor games. The highest percent of "sad" responses were on the items relating to the bus service and listening to stories.

At the Manitoba playground two items were checked "happy" by all of the children. They were the items concerning coming to the playground each day and playing with the other children at the playground. The highest percent of "sad" responses were on the items concerning crafts, indoor games, and listening to stories.

In general the percent of "happy" responses was much greater than either "neutral" or "sad" responses, indicating a high incidence of satisfied children in all areas of the program.

TABLE 1 PERCENT OF RESPONSES TO THE SAD, NEUTRAL, AND HAPPY FACES ON THE STUDENT EVALUATION
Pleasant View Playground N= 23

Item	Sad	Neutral	Happy
1. Coming to the playground here each day.	17	13	70
2. The bus ride to and from the playground each day.	18	6	76
3. Playing with other children at the playground.	9	17	74
4. Listening to records and music at the playground.	13	4	83
5. Going on a field trip.	13	9	78
6. Outdoor games at the playground.	4	17	78
7. Crafts at the playground.	4	4	91
8. Indoor games at the playground.	4	4	91
9. Listening to stories at the playground.	22	13	65
10. Eating lunch at the playground.	13	13	75
11. Getting ready for Parents Night.	9	9	83

TABLE 2 PERCENT OF RESPONSES TO THE SAD, NEUTRAL, AND HAPPY FACES ON THE STUDENT EVALUATION
Manitoba Playground N= 26

Item	Sad	Neutral	Happy
1. Coming to the playground here each day.	0	0	100
2. The bus ride to and from the playground each day.	0	8	92
3. Playing with other children at the playground.	0	0	100
4. Listening to records and music at the playground.	0	4	96
5. Going on a field trip.	4	0	96
6. Outdoor games at the playground.	0	4	96
7. Crafts at the playground	12	23	65
8. Indoor games at the playground	12	4	85
9. Listening to stories at the playground.	12	8	80
10. Eating lunch at the playground.	4	12	84
11. Getting ready for Parents Night.	0	8	92

Staff Evaluation

The results of the Staff Evaluation are presented in Table 3 which follows. The staff rating of the program was high; ranging from satisfactory to outstanding. There was a wide range of opinion regarding the materials and facilities provided, with ratings ranging from poor to outstanding. The rating of the contribution of the high school aids was between fair and excellent. Opinion was divided between the program being just right and too long each day. Most of the staff felt that the activity level was just right, though some felt that it was not active enough.

The most successful aspect of the program was seen by the staff as being the opportunity for these children to participate in a summer program with others with whom they did not have to compete. Too often they are segregated from other children during the summer months.

Several items were mentioned as being the least successful aspect of the program. The lunch period was considered as unsuccessful by three members of the staff. Mentioned only once were the inadequacy of indoor facilities at the Pleasant View playground, the lack of organization in the first week of the program, the use of aides, and the meeting of the needs of the older children during the early weeks of the program.

The staff felt that the children enjoyed being with other children and enjoyed participating in all of the activities. Several of them commented that the children did not like following a rigid schedule. One of them said, "The children did not like to stop one activity when they were particularly interested in it. I feel that a schedule or program should be flexible enough to drop an activity in order to keep up with one they were occupied with at the moment."

TABLE 3

RESPONSE TO EACH ITEM ON THE
STAFF EVALUATION QUESTIONNAIRE
AT THE PLEASANT VIEW AND THE
MANITOBA PLAYGROUNDS
N=9

ITEM	PERCENT				
	Outstanding	Excellent	Satisfactory	Fair	Poor
How do you rate this program overall?	22	56	22	0	0
How well did the program meet the needs of the children?	22	33	45	0	0
How would you rate the facilities and materials provided	22	55	6	11	6
How would you rate the contribution made by the high school aids to the program?	0	45	33	22	0
The time of this program each day is	too long		just right		too short
	44		56		0
This program is	too strenuous		just right		not active enough
	0		78		22

The staff was asked to make suggestions for improving the program. The following suggestions were made:

1. Each staff member should take charge of a specific activity in which he has special skills.
2. The interests and ages of the children should be taken into consideration when dividing them into small groups.
3. Swimming should be included in the program.
4. Buses to transport the children should arrive and pick up the children at the same time each day.
5. There should be black-topped paths connecting the driveway with other paths in the park to facilitate using the wheelchairs.
6. Supplies should be requisitioned and delivered in a shorter time.
7. There should be a coordinator working full time on this project.
8. A more comprehensive sign-up sheet should be received from the parents to aid the staff in better understanding the children.
9. More field trips should be included in the program.

Parents Evaluations

The results from the Parent Evaluation are presented in Table 4, page number fourteen. The responses of the parents indicate a high degree of satisfaction with all aspects of the program.

The parents were asked why they enrolled their children in the program. The majority indicated that they wanted the children to have a

summer program with a staff and with other children who would understand them. All of the additional comments on the questionnaire were positive in nature. Four comments were selected using a table of random numbers and are included here to show the type of response obtained from parents.

> "I, as a mother of a handicapped youngster, am deeply grateful that my son had something definite to do this summer. Almost a definite routine which I feel benefitted him. It kept him in readiness for school, because he had to get to bed at night, he had to get up at a certain time each morning. Sometimes a change in their daily life makes it hard for them to readjust again. I just thought, overall, it was wonderful, and I'm deeply thankful and appreciative."
>
> "We think the staff did an outstanding job."
>
> "This is the first year my daughter has really enjoyed herself. Thank you again."
>
> "I think the teacher and staff has done an amazing job with the problems confronting them. Again, the children should be with their own age group, and the reason I say separate the trainables from the educables is that they pick up and mimic to a degree some of the traits of the trainable children. We are interested in them progressing, on the other hand they learn to help the youngsters, but this comes naturally to all children."

Since only 33% of the questionnaires were returned, no estimate could be made of the opinions of the other two-thirds of the parents.

TABLE 4

PERCENT OF RESPONSES ON ITEMS OF THE PARENT EVALUATION OF THE PLEASANT VIEW PLAYGROUND AND THE MANITOBA PLAYGROUND

N=35

ITEM	PERCENT				
	Out-standing	Excel-lent	Satis-factory	Fair	Poor
In your opinion how does this program rate overall?	40	54	6	0	0
In your opinion how would your child rate the program?	37	52	11	0	0
To what degree has the program been able to fulfill your expectations	31	66	3	0	0
How would you rate the value that you received from the Parent's program?	43	53	4	0	0

	Yes	No
Has the transportation to and from the playground been satisfactory?	97	3
Have you, as a parent, had sufficient communication about the program?	90	10
Is it beneficial to you to have your child take his lunch each day?	83	17
Has your child made new friends in the program?	100	0
Do you feel that the Friday trips were beneficial to your child?	100	0
If this program is offered again summer, will you enroll your child	100	0

The time of the program is each day?	too long	just right	too short
	3	94	3
The program is?	too strenuous	just right	not active enough
	6	91	3

The Hayden Physical Fitness Test

This test was administered only to the children who participated in the program at the Pleasant View playground. Mean scores for eleven boys who were given the test are presented in Table 5 which follows. Scores for fifteen girls are presented in Table 6. Analysis of these two tables indicate that:

1. Both the boys and girls scored well above the national average in the 300 yard run,
2. The boys tested obtained scores below the national average in the vertical jump, and,
3. The average score for girls was below the national average on the floor touch test.

TABLE 5

COMPARISON OF THE RANGE AND MEAN OF THE NATIONAL NORMS ON THE FRANK HAYDEN PHYSICAL FITNESS TEST WITH THE RANGE AND MEAN OF SCORES OF ELEVEN BOYS AT THE PLEASANT VIEW PLAYGROUND
N=11

Ages		Medicine Ball Throw (Feet)		Speed Sit Ups (30 Seconds)		Vertical Jump (Inches)		Floor Touch (Points)		300 yd.run (seconds)	
		National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores
8-9 N=3	Range	2.5-12.5	4.5-9.1	0-22	11-14	0-14	2-7	0-10	2-5	77-167	90-95
	Mean	7.5	6.6	10	12.5	7	4.5	6	3	122	92
10-11 N=2	Range	3.5-13.5	9.1-19.5	0-20	12-19	0-16	6-10	0-10	3-6	163-173	69-104.5
	Mean	8.5	14.3	10	15.5	8	8	6	4.5	118	86.8
12-13 N=4	Range	3-15	9.1-6	0-24	7-14	0-18	1-8	0-10	5-8	66-156	81.5-135
	Mean	9	8.5	12	11.2	9	5	5	6.3	111	103.5
14-15 N=2	Range	1.5-21.5	15.1-17.9	0-29	11-18	5-20.5	8-11	0-10	6-8	61-141	62-62.8
	Mean	11.5	16.5	14	14.5	10.5	9.5	5	7	101	62.4

TABLE 6

COMPARISON OF THE RANGE AND MEAN OF THE NATIONAL NORMS ON THE FRANK HAYDEN PHYSICAL FITNESS TEST WITH THE RANGE AND MEAN OF SCORES OF FIFTEEN GIRLS AT THE PLEASANT VIEW PLAYGROUND
N=15

AGES		Medicine Ball Throw (Feet)		Speed Sit Ups (30 Seconds)		Vertical Jump (Inches)		Floor Touch (Points)		300 Yard Run (Seconds)	
		National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores	National Norms	Local Scores
8-9 N=7	Range	2.0-12.0	4.6-9.4	0-18	7-11	0-14.5	2-8	0-10	2-5	89-179	101-176.4
	Mean	7.0	6.2	8	9	6.5	4-6	6	2.9	134	118.7
10-11 N=2	Range	2.0-12.0	6.8-9.0	0-20	9-17	0-14.0	5-6	0-10	6-8	83-183	101.2-128
	Mean	7	7.9	10	13	7	5.5	6	7	133	114.6
12-13 N=4	Range	3.0-15.0	6-8.3	1-21	6-9	0-17.5	8-10	0-10	1-10	72-172	96.8-103.1
	Mean	9.0	6.87	11	7.5	8.5	8.5	6	4.5	122	99.47
14-15 N=1	Range	2-18		1-21		0-20.5		0-10		68-168	
	Mean	10.0	10.3	11	8	8.5	8	6	5	118	107.2
16-17 N=1	Range	2-20.0		2-22		0-19.5		0-10		63-163	
	Mean	11	9.11	12	12	9.5	8	6	6	113	79

Adapted Doman-Delacato Profile

An adaptation of the Doman-Delacato Profile was administered to four children selected at random from the total number of children in the program diagnosed as having Cerebral Palsy. The results are presented in Table 7 on the following page.

TABLE 7 DOMAN-DELACATO MOTOR SENSORY TEST RESULTS N=4

Test	Boy Age=8	Girl Age=14	Boy Age=7	Girl Age=9
I. Motor				
A. Mobility				
1. Creeping (cross pattern)	Fair	Good	Good	Good
2. Walking (arms free)	None	Good	Poor	None
Leg dominance (ball kick)	Left	Right	Left	Left
B. Language				
3. Spontaneous speech (self-identification)	Poor	Good	Fair	Fair
4. Cortical opposition	Fair (one hand)	Fair (both)	Fair (both)	Good (both)
Hand dominance (pick up object)	Right	Right	Left	Right
II. Sensory				
A. Visual Competence				
5. Identification of simple experience words	None	Good	Good	None
Eye dominance (cover eye)	Right	Left	Left	Left
B. Auditory Competence				
6. Understanding simple sentences (three words)	None	Doubtful	None	None
7. Word recognition (one word)	None	Good	Good	None
C. Tactile Competence				
8. Tactile identification of unseen objects	Fair	Poor	Good	Fair
Probable dominance	Mixed (R)	Mixed (R)	Left	Mixed (L)

Scoring levels: None, Poor, Fair, Good, Excellent.

SUMMARY

This program provided a summer playground experience not previously available to mentally, physically and multiply handicapped children. The objectives of the project were to provide the children with an opportunity to socialize, to provide them with an opportunity to better use their leisure time, and to provide base line data to aid in planning future programs. The Manitoba School playground and the Pleasant View School playground were the two sites chosen for the location of the project. The children at the Pleasant View School were mentally retarded, ranging from profoundly retarded to educably mentally retarded; the children at the Manitoba School playground, physically or multiply handicapped. A total of 103 children and 24 staff members were involved in the program.

The eight-week program began on June 22, 1966 and continued until August 17, 1966. Staff meetings and preparation periods were scheduled for the mornings. The children arrived for lunch by chartered bus, and the program was conducted in the afternoons each day.

The average attendance was 63 percent at the Pleasant View School and 56 percent at the Manitoba School. Many children were absent because they attended camp or went on family vacations.

Three evaluation questionnaires were administered- one for the children, one for the staff, and one for the parents. The results of the Students' Evaluation show a high incidence of satisfied children in all areas of the program. The ratings on the Staff Evaluation ranged from satisfactory to outstanding on most questions. The staff felt that the most successful aspect of the project was the opportunity for these children to participate in a summer program with others with whom they did not have to compete. The results from the Parent Evaluation indicate a high degree of satisfaction with all aspects of the program.

The base line data were collected by use of ten descriptions of randomly selected children, the Hayden Physical Fitness Test, and the Adapted Doman-Delacato Profile.

The ten children selected for description attend a special class for retarded or handicapped during the regular school term. They all show the need for a summer program like the one provided by this project, and they all indicate the ability to participate in the various project activities.

The Hayden Physical Fitness Test was given to the mentally retarded children at the Pleasant View School playground. The results showed that the children tested were generally functioning within the "normal range" when their scores were compared to the national norms.

An adapted Doman -Delacato Test was used to appraise the motor-sensory level of competence of four randomly selected children at the Manitoba School playground. This data was placed in these childrens' files and will be used to determine improvement in motor-sensory neurological development in a follow-up study.

The summer recreation program for handicapped children was successful and received high ratings from the persons involved or concerned with the program.

APPENDIXES

A. STUDENT EVALUATION

B. STAFF EVALUATION

C. PARENT EVALUATION

D. DESCRIPTIONS OF PARTICIPANTS

E. SUGGESTIONS FOR FURTHER STUDY

STUDENTS EVALUATION

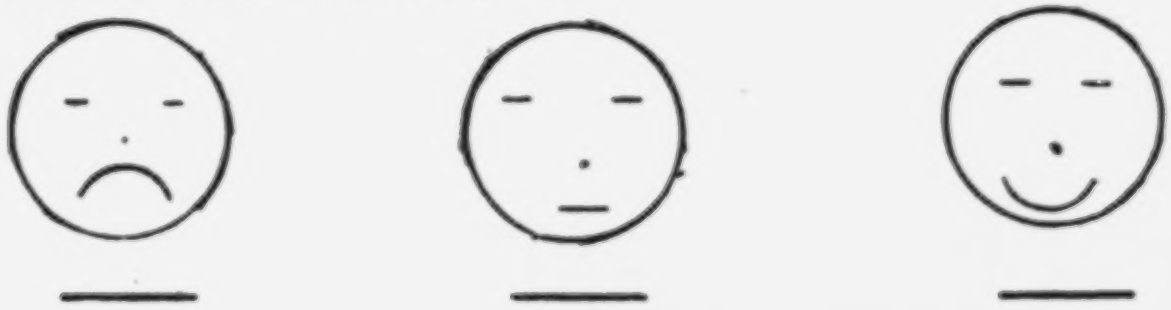
Put a check mark under the face that most describes you when you think about these questions. Here is an example:

EXAMPLE: ICE CREAM, CAKE, AND CANDY,

_____ _____ X

---

1. COMING TO THE PLAYGROUND HERE EACH DAY



_____ _____ _____

2. THE BUS RIDE TO AND FROM THE PLAYGROUND EACH DAY

_____ _____ _____

3. PLAYING WITH OTHER CHILDREN AT THE PLAYGROUND

_____ _____ _____

4. LISTENING TO RECORDS AND MUSIC AT THE PLAYGROUND

5. GOING ON A FIELD TRIP

6. OUTDOOR GAMES AT THE PLAYGROUND

7. CRAFTS AT THE PLAYGROUND

8. INDOOR GAMES AT THE PLAYGROUND

APPENDIX A

9. LISTENING TO STORIES AT THE PLAYGROUND

10. EATING LUNCH AT THE PLAYGROUND

11. GETTING READY FOR PARENTS NIGHT

STAFF EVALUATION OF THE SUMMER RECREATION PROGRAM FOR HANDICAPPED CHILDREN 1966

Check one: Pleasant View___ Manitoba___

1. How do you rate this program overall?

Outstanding Excellent Satisfactory Fair Poor

2. How well did the program meet the needs of the children?

Outstanding Excellent Satisfactory Fair Poor

3. How would you rate the facilities and materials provided?

Outstanding Excellent Satisfactory Fair Poor

4. How would you rate the contribution made by the high school aids to the program?

Outstanding Excellent Satisfactory Fair Poor

5. In your opinion what was the most successful aspect of the program?_____

6. In your opinion what was the least successful aspect of the program?_____

7. In your opinion what did the children like most about the program?_____

8. In your opinion what did the children like least about the program?_____

9. Is the time of this program too long _____ just right _____
too short _____ each day?

10. Is the program too strenuous _____ just right _____ not active enough?

11. What suggestions can you make that would improve the program?_____

_____

_____

_____

_____

Additional comments:

PARENT EVALUATION

Dear Parent:

The Milwaukee Public Schools started a summer recreation program for children from special classes. Would you please help us by giving your reactions to this program?

Please check: My boy___girl___attended the program at the Manitoba___Pleasant View___school.

1. In your opinion how does this program rate overall?

_____ _____ _____ _____ _____
Outstanding Excellent Satisfactory Fair Poor

2. In your opinion how would your child rate the program?

_____ _____ _____ _____ _____
Outstanding Excellent Satisfactory Fair Poor

3. Why did you enroll in this program?_____

_____

_____

4. To what degree has the program been able to fulfill your expectations?

_____ _____ _____ _____ _____
Outstanding Excellent Satisfactory Fair Poor

5. Has the transportation to and from the playground been satisfactory? Yes___No___

If not, why?_____

_____

6. Have you, as a parent, had sufficient communication about the program? Yes__No__

If not, what more could have been done?_____

_____

7. In your opinion what is the most successful part of this program?_____

_____

_____

8. In your opinion what is the least successful part of this program?_____

_____

_____

9. How would you rate the value that you received from the Parent's Program?

Outstanding	Excellent	Satisfactory	Fair	Poor

10. Is it beneficial to you to have your child take his lunch each day? Yes__No__

If not, why?_____

_____

11. Is the time of the program too long___just right___too short___each day?

12. Is the program too strenuous___just right___not active enough___for your child?

13. Has your child made new friends in the program? Yes___No___

14. Do you feel that the Friday trips were beneficial to your child? Yes___No___

If no, why not?_____

_____

I5. If this program is offered again next summer, will you enroll your child?
Yes___No___

If no, why not?_____

_____

Additional Comments:

DESCRIPTIONS OF PARTICIPANTS

Pleasant View School

Case One

This boy, age 12, attends a class for educable mentally retarded children during the regular school year. The boy comes to the playground regularly and gets along well with other children. Understanding adult conversation, he talks freely with the staff. He would rather associate with the staff than with the children. He enjoys any activity suggested to him by the staff. He understands directions given in art or music. He shies away from arguments.

Case Two

This girl, age 13, attends a trainable class during the regular school year. She has been classified as a Mongoloid. Her speech is limited. She appears to understand directions. She is very cooperative and will do anything that she is asked to do, though she doesn't have much initiative of her own. She enjoys music. She doesn't mix well with the other children and prefers to remain by herself.

Case Three

This boy, age 11, attends a trainable class during the regular school year. His motor activity is limited by being tall for his age. He is awkward in many activities. He is a cooperative and happy boy. He likes to talk to the staff. He particularly enjoys music, indoor games, and craft work. He waits for directions from the staff before doing many things. The director commented, "On his own, I think he would probably be very lost. A program like this is very good for him."

Case Four

This boy, age 15, attends a trainable class. He is obese and tall. This limits his participation in some activities. As summer progressed he began to

enjoy many of the competitive activities with the older boys, which he didn't do at first. He's very fond of music and of dancing. He would rather associate with the staff than with many of the boys and girls at the playground. The director said, "His feelings are hurt very easily, and we're finding that we have to be very careful of what we say to him. If he doesn't like what we're doing at a particular time, he'll sit in a corner and cry. There were a few occasions when the bus would come, and we'd tell him that it was time to go home. He just didn't want to get up off his chair. He just sat there."

Case Five

This boy, age 13, attends a trainable class during the regular school semesters. He has a slight handicap along with his mental retardation. His physical handicap results in a very limited use of his right hand, and makes it impossible for him to participate in many sports. He prefers to be with the girls. He seems more comfortable with the easier activities that the girls do, and he doesn't mind having music class or art class with the girls. Most of the time he's cooperative and gets along well with the other children. However, there are days when his language is quite foul. His history shows that this was more of a problem in the past, and that it is gradually improving.

Manitoba School

Case One

This girl, age 14 years, attends a special class for the multiply handicapped in the regular school semesters. She has a walking defect, though she is very mobile and does not need a wheel chair or any type of brace. Her particular interest is in the area of arts and crafts. She gets along very well with the other children, and she participates in all the events at the playground.

Case Two

This boy, age 6 years, attends a special class for the multiply handicapped in the regular school semester. He has Perthes Disease, a disease of the hip corrected by rest, and must remain strapped to an orthopedic cart. He can not sit up at any time. His handicap will only last for another two or three years at which time he will be back with normal children. He's not especially interested in any of the arts or crafts that are offered at the playground. He is a very active and a strong boy and is particularly interested in the sports events.

Case Three

This boy, age 6 years, attends a special class for the multiply handicapped during the regular school semesters. He has a congenital heart condition and cannot participate in many physical activities. A member of the staff commented, "Our biggest problem is that we try to control his physical activity. He is in no other way physically impaired, and he has a desire to go out and participate with the rest of the boys. He has a lot of energy that he wants to release, and we have a hard time finding a way for him to release it without over-burdening his heart condition."

Case Four

This boy, age 12 years, goes to a special class for the multiply handicapped during the regular school term. His handicap involves a paralysis of the legs. He particularly enjoys the higher organized games, such as basketball, volleyball and soccer. Even though he is paralyzed, he tries to participate in these activities. He is cooperative and makes friends while engaged in these games. However, at other times we have difficulty with him picking fights with some of the younger children and bullying them.

Case Five

This boy, age 9, attends a special school for the deaf. His handicap is that he is deaf. He's quick to catch on to what is happening and very responsive to the use of different types of hand signals that we use to gain his cooperation. He gets along well with some of the children, but with others he shies away or starts fights. He especially enjoys the higher organized games of baseball, basketball and soccer.

SUGGESTIONS FOR FURTHER STUDY

There should be a more intensified physical fitness program of high and low organized games and calisthenics geared to the individual needs of the child. Emphasis could be on strength, endurance and flexibility with the goal of developing the ability to complete normal physical tasks without undue fatigue. In order to assess change, there should also be periodic testing of muscular and organic fitness with an evaluation that relates to the suceess of the entire fitness program.

An adapted and further revised motor-sensory test should be developed and administered to each program participant to become a part of his or her file. This should be used by the staff to plan, implement, and evaluate the program in terms of individual needs. If the tests were administered each year and a uniform scoring method applied, as recommended by the test authors, it would be possible to determine if progress had been made on a scale of motor-sensory neurological development.

A follow-up study should be conducted on the four children tested to determine if they have progressed in their motor-sensory neurological development.